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ABSTRACT

At the present time more than 600 publications concerned with individualized reading are available. The 84 items listed in this bibliography were selected to help the reader obtain varied points of view without reading 600 articles. The selected studies are arranged in four categories to include (1) carefully considered arguments for and against individualized reading, (2) research studies and summaries, (3) suggestions on instructional materials to be used, and (4) descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work. The entries appear according to the author's last name in the four categories and are followed by an annotation which summarizes the study's conclusions in many cases. (This document previously announced as ED 046 625.) (Author/DE)

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INDIVIDUALIZED READING

An Annotated Bibliography

Compiled by Harry W. Sartain
University of Pittsburgh
1964, 1970

Ramon Ross, *General Editor*

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CONTENTS

Introduction 3
Varied Views of Individualized Reading 4
Experimentation and Research 8
Classroom Practices 14
Materials of Instruction 18

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INTRODUCTION

Fifteen years ago, when individualized reading was beginning to receive attention, very few articles could be found on the topic. Now more than six hundred publications are available.

The items listed in this bibliography were selected to help the reader obtain varied points of view without reading six hundred articles. They include carefully considered arguments for and against individualized reading, research studies and summaries, suggestions on instructional materials to be used, and descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work.

VARIED VIEWS OF INDIVIDUALIZED READING

BOND, GUY L., and EVA B. WAGNER. *Teaching The Child to Read* (4th ed.). New York: Macmillan, 1966, 87-88.

A brief description.

DUKER, SAM. *Individualized Reading: An Annotated Bibliography.* Metuchen, New Jersey: Scarecrow Press, 1968.

A comprehensive bibliography which includes 648 entries in a bound volume of 209 pages. The introductory chapter provides a description of an individualized reading procedure that incorporates grouping for sharing and teaching skills. Criticisms of individualized reading are counterbalanced with arguments favoring it.

EVANS, N. DEAN. "Individualized Reading – Myths and Facts," *Elementary English,* 39 (October 1962), 580-583.

The author, after studying individualized reading practices for a number of years, suggests that teachers be realistic about the disadvantages as well as the advantages of a fully individualized program. He concludes that the best features of individualized work can be combined with the proven values of group instruction.

FIGUREL, J. ALLEN (Ed.). "Individualized Instruction in the Classroom," *Improvement of Reading Through Classroom Practice,* Proceedings of the International Reading Association, 9, 1964. Newark, Delaware: International Reading Association, 92-112.

A sequence of papers by various authors on individualized reading and other individualization procedures in elementary, secondary, and college classes.

HARRIS, ALBERT J. *How to Increase Reading Ability* (5th ed.). New York: Longmans, Green, 1970.

Chapter 5 on "Meeting Individual Needs in Reading" is concluded with a discussion of individualized reading.

HARRIS, ALBERT J. (Ed.). *Readings on Reading Instruction.* New York: David McKay Company, 1963.

In Chapter VII articles by seven authors describe the individualized approach in various situations.

HENRY, NELSON B. (Ed.). *Individualizing Instruction,* the 61st Yearbook of the National Society for the Study of Education, Part 1. Chicago: NSSE, 1962.

Chapters by Tyler, Cook, Clymer, and Kearney explain the extent of intellectual variability, the patterns by which curriculum is differentiated, and the requirements for working with numerous groups and individuals.

HUNT, LYMAN C., JR. "Can Teachers Learn About Individualized Reading Through Educational Television?" in J. Allen Figurel (Ed.), *Changing Concepts of Reading Instruction,* Proceedings of the International Reading Association, 6, 1961. New York: Scholastic Magazines, 145-148.

Describes the content and use of a series of TV lessons to train teachers in individualized reading at Penn State University.

LAZAR, MAY (Ed.). *A Practical Guide to Individualized Reading,* Bureau of Educational Research Publication No. 40. New York: Board of Education, City of New York, 1960.

The rationale, basic principles, and practical procedures are presented in this 158 page monograph.

McVEY, MARCIA. "Individualized vs. Independent Reading," *Education,* 82 (September 1961), 17-18.

Stresses the fact that the individualized reading period is not merely an independent reading time because there is a plan for instruction.

OLSON, WILLARD C. "Seeking, Self-Selection, and Pacing in Use of Books by Children," *The Packet,* Spring 1952. Boston: D. C. Heath, 3-10.

An article frequently quoted by proponents of individualized reading, it emphasizes the need for the right learning experiences and the right books at the right time to insure optimum growth.

SARTAIN, HARRY W. "Organizational Patterns of Schools and Classrooms for Reading Instruction," in Helen M. Robinson (Ed.), *Innovation and Change in Reading Instruction,* the 67th Yearbook of the National Society for the Study of Education, Part 2. Chicago: University of Chicago Press, 1968.

Lists 20 criteria for judging organizational patterns and applies the criteria in assessing current procedures including individualized reading.

SARTAIN, HARRY W., with EVELYN B. SLOBODZIAN, and WILLIAM K. DURR. "What Are the Advantages and Disadvantages of Individualized Instruction?" in Nila Banton Smith (Ed.), *Current Issues in Reading,* 1968 Proceedings, Volume 13, Part 2. Newark, Delaware: International Reading Association, 1969, 328-356.

Three papers on one type of individualized instruction – individualized reading.

SMITH, NILA BANTON. *Reading Instruction for Today's Children.* Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

On pages 133-161 the author presents the advantages and disadvantages of individualized reading, the procedures followed by various teachers, and a summary of the research.

STAIGER, RALPH C. "Some Aspects of Individualized Reading," *Education,* 80 (May 1960), 527-529.

Points out the importance of teacher capability in offsetting the problems in individualized reading.

STAUFFER, RUSSELL G. "Individualized and Group Type Directed Reading Instruction," *Elementary English,* 37 (October 1960), 370-382.

Individualized and group programs are the vehicles for effectively teaching different sets of skills. A combination of both approaches insures good skills instruction and a high level of interest in thoughtful reading.

STAUFFER, RUSSELL G. (Ed.). *Individualizing Reading Instruction,* Proceedings of the 39th Annual Education Conference, 6. Newark, Delaware: Reading Study Center, University of Delaware, 1959.

Papers by noted authorities and classroom teachers outline guiding principles, evaluation techniques, and individualized programs for elementary, junior high, senior high, and reluctant learner classes.

TINKER, MILES A., and CONSTANCE M. McCULLOUGH. *Teaching Elementary Reading.* New York: Appleton-Century-Crofts, 1968, 394-398.

A brief description.

VEATCH, JEANNETTE. "Children's Interests and Individual Reading," *Reading Teacher,* 10 (February 1957), 160-165.

The values of the individual conference are extolled and the values of sequential programs are questioned. Many practical suggestions are given for initiating individualized work.

VEATCH, JEANNETTE. *Individualizing Your Reading Program.* New York: G. P. Putnam's Sons, 1959.

Part 1 of this 242 page book is a persuasive presentation of individualized reading procedures. Part 2 is a collection of articles and papers on the topic.

WITTY, PAUL A., with ANN COOMER, and ROBERT SIZEMORE. "Individualized Reading – A Summary and Evaluation," *Elementary English,* 36 (October 1959), 401-412, 450.

After summarizing significant articles, the authors conclude that a defensible program in reading must include the best features of both individualized and group instruction.

EXPERIMENTATION AND RESEARCH

ARONOW, MIRIAM S. "A Study of the Effect of Individualized Reading on Children's Reading Test Scores," *Reading Teacher,* 15 (November 1961), 86-91.

On Metropolitan Achievement Tests, 351 sixth grade pupils who had received individualized reading instruction in fourth and fifth grades scored six months higher than another sample of 6,816 children. The author suggests that the teachers of the experimental groups were more sensitive to pupil's personal needs than other teachers.

AUSTIN, MARY C., and COLEMAN MORRISON. *The First R – The Harvard Report on Reading in Elementary Schools.* New York: Macmillan, 1963.

On pages 87-94 the authors report that 24 of 407 administrative-supervisory persons expressed a definite preference for individualized reading. First-hand observations revealed some teachers held excellent individual conferences, but many conferred with each child only once in one to three weeks, offered scanty skills instruction, and failed to challenge children in the level and variety of their reading.

DUKER, SAM. "Master's Studies of Individualized Reading," *Elementary English,* 40 (March 1963), 280-282.

Lists 34 master's studies, most of which describe experiments with one reading class. Some provide excellent descriptions of reading programs.

DUKER, SAM. "Master's Studies of Individualized Reading II," *Elementary English,* 47 (May 1970), 655-660.

Lists 115 studies and classifies them according to grade level or phase of individualized reading studied.

DUKER, SAM. "Needed Research on Individualized Reading," *Elementary English,* 43 (March 1966), 220-225, 226.

A detailed listing of types of research needed.

DUKER, SAM. "Research Report: Effects of Introducing an Individualized Reading Approach by Student Teachers," in Nancy Larrick (Ed.), *Reading in Action,* Proceedings of the International Reading Association, 2, 1957. New York: Scholastic Magazines, 59-64.

With two teachers (regular and student) per room and an extra-long reading period, ten intermediate grade classes made much greater gains through a carefully planned individualized program than classes using other programs with one teacher and a standard reading period.

EMANS, ROBERT. "Teacher Evaluations of Reading Skills and Individualized Reading," *Elementary English,* 42 (March 1965), 258-269.

When informal diagnoses of pupils' reading difficulties were done by 20 teachers and findings compared with diagnostic test results, it appeared that most teachers were not competent to determine skills needs accurately through conferences with pupils.

GATES, ARTHUR I., with MILDRED I. BATCHELDER, and JEAN BETZNER. "A Modern Systematic versus an Opportunistic Method of Teaching: An Experimental Study," *Teachers College Record,* 27 (April 1926). Reprinted in Walter Barbe (Ed.), *Teaching Reading: Selected Materials.* New York: Oxford University Press, 1965, 131-145.

Two equivalent first grade classes were taught for one year; one class used a systematic skills program while the other class was taught skills whenever the children needed them for various activities. Although the "systematic" group spent slightly less time daily on reading activities than the "opportunistic" group, their end-of-year scores on nine reading tests were superior to those of the "opportunistic" group.

GORDON, I. J., and C. H. CLARK. "Experiment in Individualized Reading," *Childhood Education,* 38 (November 1961), 112-113.

A second grade individualized program in a small school was successful.

GROFF, PATRICK J. "A Check on Individualized Reading," *Education,* 84 (March 1964), 397-401.

A survey of 19 primary and 15 intermediate teachers revealed the greatest problems in individualized reading to be lack of adequate materials and difficulty in teaching independent work habits. Most preferred supplementing the individual conferences with group instruction in skills.

GROFF, PATRICK J. "Comparisons of Individualized (IR) and Ability Grouping (AG) Approaches as to Reading Achievement," *Elementary English,* 40 (March 1963), 258-264, 276.

Brief summaries of 32 experiments are given without comment on the quality of the research designs employed. An additional 39 articles describing teachers' successful experiences with individualized reading are listed.

GROFF, PATRICK J. "Research Critiques," *Elementary English,* 42 (December 1965), 921-925.

The Lakeshore experiment, reported in part by Rodney Johnson in the same issue, is heartily praised by one writer, while another raises questions about possible bias in sampling.

GURNEY, DAVID. "The Effect of an Individual Reading Program on Reading Level and Attitude Toward Reading," *Reading Teacher,* 19 (January 1966), 277-280.

When fourth grade basal instruction was compared with an individualized SRA program, test score gains were not significantly different, but pupil attitudes were improved most in the individualized group.

JOHNSON, RODNEY H. "Individualized and Basal Primary Reading Programs," *Elementary English,* 42 (December 1965), 902-904.

Large samples were used in comparing progress in basal groups and individualized reading during three primary years. Achievement on Metropolitan Tests slightly favored individualized reading groups, and at statistically significant levels. Arithmetic test superiority for individual reading groups was greater than for reading.

KARLIN, ROBERT. "Some Reactions to Individualized Reading," *Reading Teacher,* 11 (December 1957), 95-98.

In a scholarly article the author summarizes early research both favorable and unfavorable to individualized reading.

LOFTHOUSE, YVONNE M. "Individualized Reading: Significant Research," *Reading Teacher,* 16 (September 1962), 35-37, 47.

Conflicting conclusions of experimental studies lead the author to caution teachers against adopting new methods without careful planning and preparation to assure success.

MacDONALD, JAMES B., THEODORE L. HARRIS, and JOHN S. MANN. "Individual versus Group Instruction in First Grade Reading," *Reading Teacher,* 19 (May 1966), 643-646, 652.

When seven experimental first grade classes were taught through the individualized conference approach and ten control classes were taught in groups, there was no significant difference in achievement scores, but experimental groups developed more favorable attitudes toward reading.

MORRISON, VIRGINIA B. "Teacher-Pupil Interaction in Three Types of Elementary Classroom Reading Situations," *Reading Teacher,* 22 (December 1968), 271-275.

Compares types of teacher-pupil interactions in classrooms using single texts, multitexts or multigrouping, and individualized or enrichment reading. Less teacher assistance and positive pupil affectivity with more negative behaviors were associated with single book procedures. Multitext or grouping situations provided more positive assistance, mobility, individualization, and positive statements. Individualized or enrichment reading was associated with greater use of materials, mobility, high amounts of teacher-pupil interaction, problem-solving activity, and more disruptive whispering and inattention.

ROTHROCK, DAYTON G. "Heterogeneous, Homogeneous, or Individualized Approach to Reading," *Elementary English,* 38 (April 1961), 233-235.

Four fourth grade and four fifth grade classes were assigned to each of the three methods for eight months. Greatest gains on comprehension and study skills were made by some homogeneous groups, but the researcher felt that teacher competence might not have been equal in all methods and tests did not provide adequately detailed information.

ROTHROCK, DAYTON G. "Teachers Surveyed: A Decade of Individualized Reading," *Elementary English,* 45 (October 1968), 754-757.

Teachers from five states returned 150 questionnaires itemizing the advantages and difficulties found in individualized reading. The author concludes that individualized reading has had an influence on materials and teachers, but "in actual practice it has probably been absorbed into the total reading program as a part of an eclectic plan for part of the year or for part of the reading period."

SAFFORD, ALTON L. "Evaluation of an Individualized Reading Program," *Reading Teacher,* 60 (April 1960), 266-270.

When an individualized program was not observed as "experimental," seven classes made gains that were distressingly inferior to those of classes in basal programs during one year.

SARTAIN, HARRY W. "The Research Base for Individualizing Reading Instruction," in J. Allen Figurel (Ed.), *Reading and Realism,* Proceedings, Volume 13, Part 1, 1968. Newark, Delaware: International Reading Association, 1969, 523-530.

Individualized reading is discussed as one of the individualization procedures.

SARTAIN, HARRY W. "The Roseville Experiment with Individualized Reading," *Reading Teacher,* 13 (April 1960), 277-281.

There were no significant differences on vocabulary and paragraph reading tests of capable readers when taught for three months by the individualized approach and three months by the basal approach with equivalent materials for extension reading. The slower groups made appreciably greater vocabulary gains in the basal program.

SPENCER, DORIS V. "Individualized Versus a Basal Reader Program in Rural Communities – Grades One and Two," *Reading Teacher,* 21 (October 1967), 11-17.

When especially capable teachers were given three weeks of inservice preparation, they were significantly more successful using an individualized program supplemented with introductory and continuing group work on word attack skills than other teachers were in teaching basal groups.

SUMMERS, EDWARD G. *Recent Doctoral Dissertations in Reading,* ERIC/CRIER Reading Review Series, Volume 1, Bibliography 2. Washington: U.S. Office of Education, 1967.

Abstracts of 379 dissertations include a number related to individualized reading. Phyllis Adams (#5) compared individualized and modified basal first grade programs, indicating a preference for individualized. Danny Boyd (#30) compared SRA and "regular" programs in seventh grade to obtain no significant differences. Donald Carline (#48) analyzed teaching techniques differentiating teachers who individualize from those who do not. Lawrence Gold (#123) used a small sample of tenth year students and found group instruction produced only slightly better results than individualized reading. Mary Huser (#161) concluded that individualized reading in intermediate classes did not produce higher achievement than group instruction, but did result in better reading attitudes. Kenneth Land (#193) found no clear superiority in any results when comparing basic reading, individualized reading, and the language experience approach with a very large sample of pupils. Hoyle Lawson (#198) added varied amounts of free reading to conventional, individualized, and two special programs, finding best vocabulary gains related to increased free reading time, and best achievement gains related to systematic instruction. Clea Parker (#253) found intermediate classes made superior gains when individualized SRA materials supplemented a basal program compared with the basal used alone for whole class teaching. Dayton Rothrock (#282) concluded individualized reading

produced better attitudes but not better achievement than two other approaches. Sidney Skolnick (#313) found individualized reading did not result in better achievement than group instruction for children of high and low anxiety levels.

TALBERT, DOROTHY G., and C. B. MERRITT. "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," *Reading Teacher,* 19 (December 1965), 183-186.

In an experiment involving eighteen classes, children in individualized reading read more pages, but did not score higher on tests, than those in basal groups.

WONSAVAGE, ELAINE P. "Research Reveals Questions Educators Raise About Individualized Reading," in J. Allen Figurel (Ed.), *Reading as an Intellectual Activity,* Proceedings of the International Reading Association, 8, 1963. New York: Scholastic Magazines.

The responses on 2,500 questionnaires revealed the questions teachers must consider as they plan individualized programs.

CLASSROOM PRACTICES

BARBE, WALTER B. *Educator's Guide to Personalized Reading Instruction.* Englewood Cliffs, New Jersey: Prentice-Hall, 1961.

Recommends that children come together in temporary groups based on interests and needed skills instruction, although they read in various books of their own choice. Lists skills to be taught at each level.

BLAKELEY, W. PAUL, and BEVERLY McKAY. "Individualized Reading as Part of an Eclectic Reading Program," *Elementary English,* 43 (March 1966), 214-219.

A questionnaire study of intermediate grade practices in 50 Iowa school systems revealed that most teachers used individualized reading to supplement their basal reading programs. Sources of materials and procedures for conferences were described.

CADENHEAD, KENNETH. "A Plan for Individualized Reading Instruction," *Elementary English,* 39 (March 1962), 260-262, 268.

The teacher in a sixth grade prepared study cards for each story available in an individualized program. The cards guided pupils in developing vocabulary and comprehension.

CAVANAUGH, CECELIA L. "Every Child's Reading Needs Are Unique," *Instructor,* 68 (March 1959), 194.

Carefully planned skills work was incorporated into this well explained program that began with basic and supplementary readers in a third grade.

CIRELLI, JUANITA. "Individual Help Develops Interest in Reading," *Instructor,* 71 (February 1962), 94-95.

A teacher of a combined second and third grade class organized carefully and kept detailed records.

DARROW, HELEN F., and VIRGIL M. HOWES. *Approaches to Individualized Reading.* New York: Appleton-Century-Crofts, 1960.

This small book describes materials, skills, records, and procedures in several programs.

EDWARDS, PHYLLIS O. "Individualizing Your Basic Reading Program," *Grade Teacher,* 80 (February 1963), 16, 132-133.

Suggests introducing skills in basic readers and practicing skills through a rich program of individual reading.

EVANS, N. DEAN. "An Individual Reading Program for the Elementary Teacher," *Elementary English,* 30 (May 1953), 275-280.

An exceptionally helpful description of planning, materials, skills work, conferences, sharing, and creative experiences.

GURNEY, TESS. "My Individualized Reading Program," *Childhood Education,* 32 (March 1956), 334-336.

An interesting explanation of a step-by-step procedure for individualized work in a sixth grade.

HARRIS, CORNELIA. "Individualized Reading Conferences in the Kindergarten," *Elementary English,* 35 (February 1958), 96-101.

Kindergarten children learned book titles, picture interpretation, and story sequence while they enjoyed the teacher's undivided attention.

HUNT, LYMAN C., JR. (Ed.). *The Individualized Reading Program: A Guide to Classroom Teaching,* 1966 Proceedings, Volume 11, Part 3. Newark, Delaware: International Reading Association, 1967.

Includes papers by Carline, Groff, Harvilla, Hunt, Kupres, Ramsey, Sartain, and Veatch describing individualized reading initiation, program development, conferences, skills instruction, related creative writing, evaluation, and cautions.

JENKINS, MARIAN. "Here's to Success in Reading: Self-Selection Helps," *Childhood Education,* 32 (November 1955), 124-131.

A description of the practices of 42 California teachers as they pursued individualized methods.

LaPRAY, MARGARET. "Four Masters: An Allegory," *Reading Teacher,* 17 (September 1963), 8-9.

Cleverly advises teachers to use several approaches to instruction as the need of groups and individuals demands.

MAXEY, BESSIE. "An Individualized Reading Program," *Instructor,* 62 (January 1953), 47-48.

Explains how first grade pupils shared personal reading in pairs while their classmates worked independently.

MIEL, ALICE (Ed.). *Individualizing Reading Practices.* Practical Suggestions for Teaching No. 14. New York: Teachers College, Columbia University, 1958.

In an opening chapter Leland Jacobs urges adoption of the individualized approach. In others, teachers describe their programs at various grade levels.

MINGOIA, EDWIN. "Self-Selection Reading," *Education,* 83 (September 1962), 31-34.

A limited list of skills is provided along with an excellent discussion of flexible grouping.

RICHSTONE, MAY. "An Individualized Reading Program," *Instructor,* 73 (February 1964), 70-72, 93, 125, 135.

An individualized program was initiated after some time had been spent in learning school routines. The use of notebooks to keep records and a wide variety of sharing activities are suggested.

ROWE, RUTH, and ESTHER DORNHOEFER. "Individualized Reading," *Childhood Education,* 34 (November 1957), 118-122.

First grade children were involved in a program that combined group and individualized reading.

SARTAIN, HARRY W. *The Place of Individualized Reading in a Well-Planned Program,* Ginn Contributions in Reading No. 28. Boston: Ginn, 1965.

This seven-page pamphlet lists the values of both individualized and basic reading. Ten procedural steps and five plans of organization are offered for combining the best features of basic and individualized reading in a developmental program. (Free from Ginn.)

SCHWARTZBERG, HERBERT. "Puppetry and the Individualized Reading Program," *Reading Teacher,* 14 (November 1960), 103-107.

Puppetry is suggested as a means of sharing and socializing in connection with individualized reading.

SHARPE, MAIDA WOOD. "An Individualized Reading Program," *Elementary English,* 35 (December 1958), 507-512.

In this program eight-year-old children used basic readers for group instruction during two hours each week and spent the remaining periods doing self-selected reading.

SHARPE, MAIDA WOOD. "Individualized Reading: Follow-up Activities," *Elementary English*, 36 (January 1959), 21-24.

An exceptionally fine list of educational activities.

SPACHE, GEORGE D. *Reading in the Elementary School.* Boston: Allyn and Bacon, 1964, 92-113, 260-276.

Describes the individualized reading procedure in some detail, weighing its strengths and weaknesses.

STAUFFER, RUSSELL G. "Breaking the Basal Reader Lock Step," *Elementary School Journal,* 61 (February 1961), 269-276.

A sequence of experience chart reading, basal reader study, and individualized reading is recommended.

SUCHER, FLOYD. "Use of Basal Readers in Individualized Reading," in J. Allen Figurel (Ed.), *Reading and Realism,* 1968 Proceedings, Volume 13, Part 1. Newark, Delaware: International Reading Association, 1969, 136-143.

Explains half a dozen uses of basal books in individualized programs.

VITE, IRENE W. "Grouping Practices in Individualized Reading," *Elementary English,* 38 (February 1961), 91-98.

The details of classroom organization to provide group work and socialization with individualized reading are explained.

YOUNG, MARIAN. "A Report on Self-Selection in Reading," *Elementary English,* 35 (March 1958), 176-181.

A detailed description of a fifth grade program, its records, and sharing experiences.

MATERIALS OF INSTRUCTION

BIERBAUM, MARGARET L. "The Individualized Approach to Enrichment Reading," *Grade Teacher,* 81 (November 1963), 85-113.

Includes a long list of children's books recommended for individualized reading or for enriching a basal program, with a resume of each.

CROSBY, MURIEL (Ed.). *Reading Ladders for Human Relations.* Washington: American Council on Education, 1963.

An extensive annotated list of good books to help children of all ages improve their understandings of other people.

GROFF, PATRICK J. "Materials Needed for Individualization, in J. Allen Figurel (Ed.), *Reading and Inquiry,* Proceedings, 10. Newark, Delaware: International Reading Association, 1965, 156-159.

Suggests topics of materials and sources.

GUILFOILE, ELIZABETH. *Books for Beginning Readers.* Champaign, Ill.: National Council of Teachers of English, 1962. (Also a supplement of *One Hundred More Books for Beginning Readers.*)

A list to guide primary teachers in selecting books.

LARRICK, NANCY. *A Teacher's Guide to Children's Books.* Columbus, Ohio: Chas. E. Merrill Books, 1960.

Recommends books for children of different ages and on various subjects.

ROLLINS, CHARLEMAE (Ed.). *We Build Together.* Champaign, Illinois: National Council of Teachers of English, 1967.

Prepared by an NCTE committee, this paperbound annotated bibliography is useful in selecting elementary and secondary individualized reading materials on life and literature of black people. To aid the teacher items are categorized as picturebooks, fiction, history, biography, poetry and folklore, science, and sports.

SMITH, DORA V. "The Children's Literary Heritage," *Selected Essays.* New York: Macmillan, 1964, 214-235. (Also in Teacher's Edition, *English is Our Language,* D. C. Heath, 1968.)

Lists the "great books for children" which should be included in a school's literature program.

SMITH, DORA V. "Selecting Books for Culturally Disadvantaged Children," in J. Allen Figurel (Ed.), *Vistas in Reading,* 1966 Proceedings, Volume 11, Part 1. Newark, Delaware: International Reading Association, 1967, 406-417.

A listing with sensitive comments on many books culturally different children would enjoy reading individually in elementary and secondary classes.

SPACHE, GEORGE D. *Good Reading for Poor Readers* (revised). Champaign, Illinois: Garrard Press, 1968.

A bibliography of easy materials having high interest quality.